

DOCUMENT RESUME

ED 324 785

EA 022 313

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TITLE How To Meet the Needs of Beginning Teachers. Tips for Principals from NASSP.
INSTITUTION National Association of Secondary School Principals, Reston, Va.
PUB DATE Sep 90
NOTE 4p.
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Administrator Role; *Beginning Teacher Induction; *Beginning Teachers; Elementary Secondary Education; Feedback; *Inservice Teacher Education; Principals; Social Networks; *Teacher Supervision

ABSTRACT

The performance enhancement model (PEM) presented in this information sheet will help administrators and supervisors establish a school program to meet the special needs of first-year teachers. Inservice sessions for new teacher training should be played with the help of peer supervisors who are chosen by the principal for their teaching and organizational ability and training should include seminars on the following basic themes: (1) getting started; (2) classroom management; (3) instruction; (4) diagnosis and assessment; and (5) parental involvement. An ongoing procedure for supporting and assisting beginning teachers should be established that will include networking, a system for feedback, and involving first-year teachers in planning a summer enrichment program so that performance enhancement can continue throughout the year. A PEM checklist is included. (MLF)

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Tips for Principals

from NASSP

September 1990

How To Meet the Needs of Beginning Teachers

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Tips for Principals

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September 1990

How To Meet the Needs of Beginning Teachers

As beginning teachers walk into the classroom on their first day at your school, do they know what is expected of them? Do they know how to set up a gradebook, write letters to parents, and arrange attractive, informative bulletin boards? Do they know how to manage their paperwork, identify resources, write essay tests, and use volunteers?

The above topics are not always covered in graduate courses. So, how are teachers expected to know them? How can administrators ensure that beginning teachers walk into the school with confidence and enthusiasm, as professional educators?

The performance enhancement model (PEM) presented here will help administrators and supervisors establish a school campus program to meet the special needs of first-year teachers.

Peer Supervisors and Program Design

Prior to the beginning of school, the principal should schedule inservice days for new teacher training and performance enhancement. These inservice sessions should be planned with the help of peer supervisors who are chosen by the principal for their teaching and organizational ability.

The selection of these supervisors is crucial to the success of the program, for they are the ones to whom the beginning teachers can look for help during their difficult first year in the classroom.

These peer supervisors should be provided with special training in supervision and any other areas that may help them work with new teachers. This training may be provided by district or school personnel, by university faculty members, by consultants, and through conferences.

In addition, the peer supervisor should be relieved of classroom responsibilities every once in a while in order to observe new teachers and provide assistance.

Seminar Organization

A week of inservice before school is in session is a prime time to hold seminars for beginning teachers. Occasional Saturday sessions during the school year also work well, provided they are not scheduled so often that they become a burden to the teachers.

The seminar sessions should be led by one of the selected peer supervisors and should include two or three-hour sessions built around a theme, such as how to keep student records or how to meet with parents. Two or

three sessions should be offered during each seminar. Lunch should be provided. The last session of the day should focus on hands-on projects such as setting up gradebooks and grading systems.

After the initial seminars, the principal and peer supervisors should solicit requests for topics to be covered at Saturday sessions. The seminar topics should be addressed during the morning, allowing for sharing and feedback in the afternoon.

Seminar Topics

The following basic themes are often cited by beginning teachers as areas they would like addressed. Under each theme are subtopics appropriate for the two or three-hour seminar sessions.

- ✓ **Getting Started**
 - Setting up the gradebook
 - Establishing rules and procedures
 - Physically organizing the classroom
 - Using bulletin boards
 - Establishing policies for late work, attendance, etc.
 - Writing letters to parents
 - Developing information packets
- ✓ **Classroom Management**
 - Theories of management
 - Managing groups, materials, instruction, time
- ✓ **Instruction**
 - Instructional models
 - Long-range planning
 - Unit planning
 - Lesson planning
 - Goals and objectives
 - Identifying resources
 - Questioning strategies
 - Motivation
 - Problem solving
 - Direct instruction
 - Guided inquiry
 - Evaluation of instruction
- ✓ **Diagnosis and Assessment**
 - Teacher and student assessment
 - Test construction
 - Measurement devices
 - Item analysis

Purpose of testing
NRT and CRT
Writing objective and essay tests
Administering, analyzing, and improving tests
Measuring attitudes and social behavior

- ✓ **Parental Involvement**
 - Parent-teacher conferences
 - Parents as resources
 - Parent volunteers
 - Parents as home tutors.

Networking

An ongoing procedure for supporting and assisting beginning teachers should be established, as should time for sharing ideas, problems, and successes.

This networking may take the shape of informal meetings between individual supervisors and teachers or between groups of supervisors and teachers. More formal meetings may also be scheduled. Their purpose is to share successes and ask for advice in times of need.

Peer observation is another aspect of networking that is valuable to beginning teachers. First-year teachers should be allowed time away from their classroom to observe exemplary teachers in action.

Assessment, Feedback, and Rewards

A system for feedback should be established. It could be a formal presentation by the first-year teachers or an informal group session during which participants share insights, discoveries, strategies, successes, and failures.

The first-year teachers should also be involved in planning a summer enrichment program that provides special sessions or workshops that address any areas that the teachers or peer supervisors identify as topics of interest. This way, performance enhancement can continue throughout the year.

The performance enhancement model described here provides principals, supervisors, or district personnel with a schema for developing an individualized program for meeting the unique needs of first-year students and their schools. The emphasis is on providing beginning teachers with the tools necessary to enhance their performance through the critical first year.

PEM Checklist

- _____ Mentor/Supervisor Identification
 - _____ Identify peer supervisors
 - _____ Train peer supervisors
- _____ Selection of Themes and Subtopics
 - _____ Assign topics to peer supervisors
 - _____ Develop materials for topic presentations
- _____ Establish Timeline
 - _____ Develop school calendar of meeting dates
 - _____ Locate meeting sites
- _____ Beginning of the Year Inservice
 - _____ Determine three-day seminar topic
 - _____ Develop and organize seminar
 - _____ Schedule Saturday sessions
- _____ Networking
 - _____ Schedule informal sharing sessions
 - _____ Provide for observations of exemplary teachers
- _____ Assessment, Feedback, and Rewards
 - _____ Schedule formal or informal assessment of teacher experiences
 - _____ Recognize outstanding teaching
 - _____ Celebrate

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